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News Summary

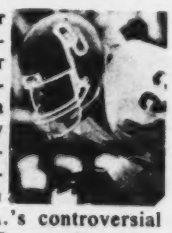
Articles on inside pages

The University of Delaware is battling a "perception" of racism attached to the institution. Story on Page 17.

The number of foreign students at U. S. colleges rose by 3.3 per cent last year, a rate of growth significantly slower than it was in the 1970's. Story on Page 21.

A tax bill now in Congress has college officials worried that "tuition remission" plans may lose their tax exemption. Story on Page 23.

The excise tax paid by private foundations would be cut in half by legislation awaiting action in the House of Representatives. Story on Page 23.



The transfer of college football's biggest star from the University of Oklahoma to the University of Southern Mississippi has focused attention on the N.C.A.A.'s controversial "transfer rule." Story on Page 27.

A new formula for financing South Africa's universities will lead to further discrimination against black students, critics say. Story on Page 31.

Science in Canada could be "seriously compromised" in the future unless university financing is dramatically improved, scientists have warned. Story on Page 31.

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Early Surveys Find Enrollment Holding Steady

Some colleges unaffected by decline in 18-year-olds

By JACK MAGARRELL

Reports on college enrollment this fall indicate that demography has been overcome by economics.

The population of 18-year-olds took its first big drop—down 4 per cent from last year—but the long-foreseen decline is not reflected in preliminary enrollment figures.

Overall enrollment appears to be holding steady, with individual institutions gaining or losing students in response to economic influences.

On some campuses, numbers are rising because of a lack of competition from the job market, or because of intensified recruiting. On others, enrollments are falling because of higher tuition rates, or because of enrollment ceilings dictated by budget limitations.

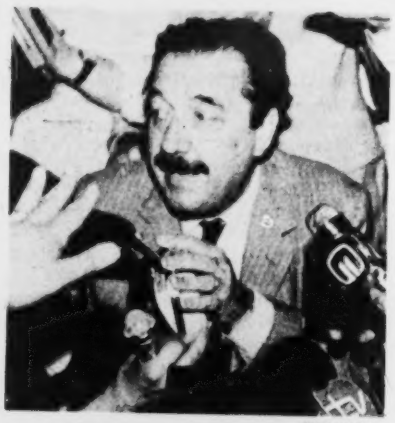
Falloff Reversed

A survey of enrollment at private colleges and universities, completed last week, found a reversal of last year's decline in freshman enrollment, although total private-campus enrollment remained about the same as last year.

Data being tabulated last week from surveys of public colleges and universities were expected to show enrollment remaining steady at large land-grant universities and increasing slightly at other public four-year institutions. Some growth in enrollment also was expected at proprietary institutions.

The National Institute of Independent

Continued on Page 18, Column 3



WIDE WORLD

Raúl Alfonsín, president-elect of Argentina, says education will have the top priority in his government.

Argentine Victor Backs Autonomy for Universities

By CRISTINA BONASEGNA

BUENOS AIRES

Thousands of Argentine students, workers, pensioners, and housewives took to the streets of Buenos Aires last week to celebrate the victory of Raúl Alfonsín, the Radical Party's presidential candidate, and to hail the country's long-awaited return to democracy.

His election ended almost eight years of military rule.

Mr. Alfonsín, a 57-year-old lawyer, has pledged to make education the first priority of his government, to deemphasize military spending, and to abolish compulsory military service. He was the clear choice of many students and intellectuals, and his victory brought hopes that Argentina's underfinanced and tightly controlled university system would enjoy a period of pros-

Continued on Page 32, Column 1

Battle Heats Up over Domination of Sports Group

NCAA girds to fight ACE on college presidents' role

By N. SCOTT VANCE

The debate intensified last week over how best to get college presidents more involved in running the National Collegiate Athletic Association, as two groups began lobbying on behalf of their separate proposals for doing so.

The N.C.A.A. council endorsed the less sweeping of the two proposals, both of which would create a 44-member board of presidents within the association.

The council, the association's governing body, planned last week to send letters to the presidents of all N.C.A.A. institutions, urging them to support its proposal.

The letters, according to an association spokesman, would also urge campus chiefs to defeat a competing proposal sponsored by a committee of the American Council on Education.

That committee's proposal would also create a board of presidents, but would vest it with far greater authority to control the association than would the N.C.A.A. council's proposal. Both proposals will be voted on at the association's annual convention in Dallas in January.

Campaign Just Beginning

Jack W. Peltason, president of the American Council on Education, said members of his organization's panel were "just now beginning" a campaign to urge their colleagues to support their proposal.

Under both proposals, the board of presidents would be elected by the association, and its members would serve three-year terms.

The N.C.A.A. council's proposal, which was drafted by a special committee studying problems in college sports, would allow the board to advise and make recommendations to the association—but not to control its activities. That committee also made other recommendations to the council and published its final report last week. (For details of the committee's proposals, see story and text on Page 29).

The board of presidents, as envisioned

Continued on Page 30, Column 1

American and Soviet Scientists Predict 'Nuclear Winter' in Wake of Blast

WASHINGTON

The long-term atmospheric effects of a large-scale nuclear exchange could include subfreezing temperatures, protracted darkness, and greater exposure to radioactivity than had previously been projected, according to new findings presented at a conference here last week.

A group of researchers led by Carl Sagan, professor of astronomy and space sciences at Cornell University, told approximately 600 scientists, government officials, and activists that the projected "nuclear winter" could also spread to the Southern Hemisphere, where the potential effects of nuclear war had been thought to be minimal.

Addressing the conference via satellite, a group of Russian scientists, led by Evgeny P. Velikhov, vice-president of the Soviet Academy of Sciences, presented evidence from studies conducted in their country that confirmed the Americans' major findings. According to a spokesman for the conference organizers, the telecon-

Continued on Page 9, Column 5

In the 'Scholarship' Section

University researchers and federal officials were urged last week to "exercise vigilance" in protecting the process of scientific review of proposals for research or new facilities before funds are awarded by Congress.

The statement by the National Academy of Sciences came a week after the Association of American Universities expressed concern over attempts by universities to lobby Congress directly for research facilities. See Page 12.

LEHMAN ARCHIVE

Scholars are trying to explain, if not excuse, virulent attacks by Martin Luther on the Jewish people, as the five hundredth anniversary of his birth is marked this week. They agree that there is much to celebrate in other aspects of his life, and some hope to shed light on what has been called "*the* black spot on Luther's record." See Page 7.

Principles of Quality Drafted for Continuing Education

ARLINGTON, VA.

The Council on the Continuing Education Unit has developed a set of guidelines to help all organizations that offer continuing education and training to improve the quality of their programs. Such organizations include colleges and universities, business and industrial companies, professional associations, and government agencies.

The guidelines, called "Principles for Good Practice in Continuing Education," assume that students who enroll in such courses, unlike those in traditional college programs, are primarily interested in expanding their knowledge and improving their skills so they can advance in their jobs.

Now in draft form, the document proposes that continuing-education programs emphasize education for the individual learner who has a particular interest or problem. Offerings should be designed so that when he enrolls the student will know which new skills he should master by the time he completes a course.

The guidelines, which cover quality in course content and format, student performance, marketing, record keeping, and other topics, were not designed for "accrediting, licensing, certifying, or regulating" purposes, said Grover J. Andrews, associate vice-chancellor for extension and public service at North Carolina State University.

Rather, they were designed "for organizations to use as a companion piece for their own criteria or as a reference document," said Mr. Andrews, who directed the council's three-year project to develop the document. "Essentially, we are saying, 'If you want to develop standards, here are 18 principles for good practice that could serve as guidelines.' "

The council hopes the new quality guidelines, when they are published in final form next year, will help improve the status of the growing continuing-education field.

"As continuing education moves from the margin to the core of colleges and universities and business and industry, it becomes more vulnerable to attack. The first salvo everyone fires is, Can you defend your quality?" Adelle F. Robertson, dean of continuing education at the University of Virginia, told a group of continuing-education and training administrators who met here last week to offer critiques of the draft.

The new document will be evidence that the field is concerned about quality, said Ms. Robertson, who is also president of the National University Continuing Education Association.

The guidelines were developed by the council after a study, cosponsored by the continuing-education association, indicated that a common set of standards for continuing education did not exist, although the vast majority of organizations that offer programs thought there was a need to improve quality assurance.

—BEVERLY T. WATKINS

U. of Delaware *Continued from Preceding Page*

three years, they've worked very effectively together. We find it very easy to talk, discuss, and examine what used to be very emotional problems."

But, while university officials say past campus race relations are on the mend, many black students disagree. They say the gap between black and white students is as wide as ever and may be getting wider.

"The administrators say there is no racism," Mr. Lansey says, "but they leave campus every day. That's why nothing is being done, because they don't perceive it the way we do."

Black students say the overall problem is that the university has concentrated its efforts on getting them to enroll, and has done little to make them feel welcome once they arrive.

No one doubts the university's academic integrity. "Academically, I've adjusted to the system," says Mr. Lansey. "But socially and culturally, there is nothing."

He adds that any sincerity expressed by the university is diminished by "the lack of a support system, because there are so few black faculty and administrators to look up to. Before they begin recruiting more black students, they're going to have to hire more black personnel."

Only 17 of the university's 800 faculty members are black, and 38 blacks are considered administrators or professional-staff members. The university says it wants to improve those numbers, and, although there is a hiring freeze, it doesn't apply to black faculty members.

Officials admit progress may be slow. Such difficulties, says Mr. Graziano, "take a generation to address and another generation to solve."

That is not fast enough for black students, who say the university must think more in terms of the present than of the future if the black presence is to increase substantially.

"Instead of just recruitment," suggests Ms. Adams, "the university should work to make black students happier so they can recruit other black students instead of telling them not to come here."

To do so, she says, the university needs to pay as much attention to the attitudes of white students as it claims to pay to the black recruitment effort. For one thing, she and other black students say, the unprecedented black recruitment effort has tended to make many white students believe that black students get undeserved special attention. That belief tends to propagate the hostile environment that black students say they find themselves in.

"Blacks are the strangers here," Ms. Adams says. "There has been no administrative mandate to acculturate both races.

"I'm here to change things, or to try anyway. I might get defeated, but I'm going to give it one hell of a shot."

Surveys Find Enrollment Holding Firm, Even

Continued from Page 1

Colleges and Universities reported last week that enrollment at private institutions was up less than 1 per cent. The rise was generally attributed to an increase of nearly 3 per cent in the number of part-time students.

Private liberal-arts colleges reported an average increase of 6 per cent in part-time enrollment, and private two-year colleges reported nearly 10 per cent more part-time students than a year ago.

Enrollment at private universities and comprehensive institutions—those having at least one professional program in addition to liberal arts—was essentially unchanged from a year ago, declining a fraction of 1 per cent.

About 30 per cent of the private institutions reported enrollment increases of 5 per cent or more, while 18 per cent reported losses of 5 per cent or more.

The private-college survey, based on data from 1,184 out of a total of 1,547 private institutions, found the enrollment of full-time beginning freshmen had increased a little more than 1 per cent. That was a marked contrast with the report a year ago, which said the number of entering freshmen at private institutions had declined 4 per cent.

N.Y. Community Colleges Gain

Although colleges have felt some recovery from the national recession, officials said that tougher competition for jobs and employers' needs for more highly trained workers continue to encourage enrollment—especially in community colleges.

Continued growth of the community-college population kept total enrollment in the State University of New York system above last year's total.

The system's 30 community colleges enrolled 188,538 students this fall, an increase of 3.5 per cent, preliminary data showed.

The combined enrollment at SUNY's 34 state-operated universities and colleges went down 0.7 per cent, to 193,230. Officials said the decrease was the result of deliberate reductions planned to keep enrollment within budget limits.

The Illinois board of higher education last week reported a drop of 7.7 per cent in enrollment in community colleges, compared with last fall. Public universities reported a decline of 1.7 per cent, and private institutions a gain of 0.8 per cent. For all institutions combined, Illinois enrollment was down 4.3 per cent.

The number of students on the 19 campuses of the California State University system declined by 0.5 per cent this fall, to a total of 314,220, but in terms of the equivalent of full-time students, enrollment was up slightly. Officials said many students might have signed up for more credit hours,

FACT–FILE

Changes in Fall Enrollment at Private Institutions, 1982 to 1983

Type of institution	Full-time students: New freshmen	Full-time students: Undergraduates	Full-time students: Total	Part-time students	All students: Full-time equivalents	All students: Head-count
Universities	+ 1.28%	+ 2.55%	+ 0.20%	– 1.16%	+ 0.06%	– 0.07%
Comprehensive colleges	+ 1.27%	– 0.14%	– 0.87%	+ 0.97%	– 0.61%	– 0.24%
Liberal-arts colleges	+ 0.50%	+ 0.23%	+ 0.19%	+ 6.15%	+ 0.73%	+ 1.23%
2-year colleges	+ 1.55%	+ 0.87%	+ 2.80%	+ 9.83%	+ 3.61%	+ 4.72%
Specialized colleges	+ 3.00%	+ 3.15%	+ 1.63%	+ 2.60%	+ 1.87%	+ 1.87%
All types	+ 1.17%	+ 0.92%	+ 0.29%	+ 2.84%	+ 0.59%	+ 0.88%
Region						
Midwest	+ 2.39%	+ 1.52%	+ 0.81%	+ 3.45%	+ 1.13%	+ 1.08%
Mid-Atlantic	+ 0.98%	+ 0.01%	+ 0.11%	+ 1.17%	+ 0.23%	+ 0.45%
Northeast	– 1.31%	+ 1.27%	– 1.20%	+ 2.00%	– 0.81%	– 0.23%
South	+ 4.01%	+ 0.69%	+ 1.57%	+ 6.15%	+ 2.03%	+ 2.57%
West	– 0.17%	+ 1.19%	+ 1.06%	+ 3.18%	+ 1.31%	+ 1.53%

Proportion of institutions with enrollment gains of 5 per cent or more

Type of institution	Full-time students: New freshmen	Full-time students: Undergraduates	Full-time students: Total	Part-time students	All students: Full-time equivalents	All students: Head-count
Universities	34.15%	2.44%	6.98%	12.50%	6.98%	7.32%
Comprehensive colleges	29.92%	16.40%	14.63%	33.33%	12.19%	16.40%
Liberal-arts colleges	41.05%	24.19%	23.84%	51.40%	24.95%	27.08%
2-year colleges	49.99%	41.21%	41.60%	47.01%	43.34%	45.69%
Specialized colleges	43.71%	30.81%	33.23%	40.42%	34.84%	34.03%
All types	41.24%	26.12%	27.21%	44.50%	28.13%	29.68%
Region						
Midwest	41.73%	28.15%	30.22%	42.77%	30.67%	28.85%
Mid-Atlantic	39.37%	21.62%	21.36%	45.19%	23.85%	27.70%
Northeast	34.48%	19.33%	19.50%	45.20%	20.40%	25.00%
South	48.08%	30.52%	30.35%	47.77%	31.64%	34.17%
West	42.27%	34.58%	38.13%	39.99%	36.23%	34.52%

Proportion of institutions with enrollment losses of 5 per cent or more

Type of institution	Full-time students: New freshmen	Full-time students: Undergraduates	Full-time students: Total	Part-time students	All students: Full-time equivalents	All students: Head-count
Universities	19.52%	9.76%	4.65%	22.50%	2.33%	4.88%
Comprehensive colleges	29.07%	11.48%	15.45%	32.50%	13.82%	13.12%
Liberal-arts colleges	36.38%	22.08%	21.31%	32.80%	16.61%	17.21%
2-year colleges	34.03%	26.36%	22.82%	42.54%	19.33%	17.88%
Specialized colleges	37.71%	31.33%	28.44%	40.42%	24.92%	23.89%
All types	34.74%	22.73%	22.32%	35.61%	19.40%	18.36%
Region						
Midwest	37.22%	21.47%	23.15%	37.25%	17.57%	17.30%
Mid-Atlantic	35.04%	19.30%	17.43%	31.84%	16.36%	14.39%
Northeast	32.76%	22.64%	21.50%	31.07%	16.92%	16.00%
South	33.17%	29.11%	27.77%	38.84%	24.89%	23.21%
West	34.02%	21.49%	22.31%	40.84%	23.91%	16.87%

SOURCE: NATIONAL INSTITUTE OF INDEPENDENT COLLEGES AND UNIVERSITIES

Foreign Students' Increase Slackens to 3.3 Pct. in Year

NEW YORK

The number of foreign students at American colleges and universities rose by 3.3 per cent in 1982-83 to a total of 336,985, the Institute of International Education is reporting this week.

The rate of growth, however, has slowed significantly since the late 1970's, when it exceeded 10 per cent a year. The conditions that make American colleges and universities attractive to foreign students, the institute said, have "eroded noticeably in the last two years."

"Services have suffered, financial aid has been reduced, and requirements for admission have become more difficult to meet," said Elinor Barber, the institute's research coordinator.

"There is room for disagreement about whether 'major' changes have occurred that might significantly affect the flow of foreign students to public institutions to higher education. What is clear is that some aspects of current trends warrant attention."

Richard M. Krasno, president of the institute, attributed the decline in the growth rate to "the worldwide economic recession of the early 1980's." The recession has had an especially dramatic effect on third-world countries, which account for 80 per cent of all foreign students in the United States, he said.

Despite a sharp drop in their numbers since 1980, students from Iran still made up the largest single group of foreigners at U.S. colleges. The institute reported that 26,760 Iranians were studying in the United States in 1982-83, down 25.4 per cent from the previous year and down almost 50 per cent from 1979-80.

Other countries with large numbers of foreign students last year were Taiwan, with 20,770; Nigeria, 20,710; Venezuela, 15,490; Malaysia, 14,070; Canada, 14,020; Japan, 13,610; India, 12,890; South Korea, 11,360; and Saudi Arabia, 9,250.

Over all, members of the Organization of Petroleum Exporting Countries supplied 26 per cent of all foreign students in 1982-83, but the number from OPEC members in the Middle East generally declined. Compared with 1981-82, the number of students from Libya was down 26.9 per cent; from Algeria, 9.6 per cent; and from Saudi Arabia, 9.5 per cent.

In contrast, enrollments rose among students from non-Mideast members of OPEC such as Ecuador, Indonesia, Nigeria, and Venezuela. Students from those four countries made up 48 per cent of all OPEC students in 1982-83, compared with 41 per cent a year earlier.

The institute's census also found that:

► Twenty third-world countries—most of them either OPEC members or Asian countries such as China, South Korea, and Taiwan—provided 200,000 of the 336,985 foreign students in the U.S. The remaining 134 less-developed countries sent 75,000 students.

► Twenty-three per cent of the foreign students were studying engineering, followed by 18 per cent in business and management and 16 per cent in the sciences, mathematics, and computer studies.

► Seventy colleges and universities enrolled more than 1,000 foreign students each. The top five were Miami-Dade Community College, 4,186; University of Southern California, 3,651; University of Texas at Austin, 2,944; Columbia University, 2,824; and the University of Wisconsin at Madison, 2,680.

In addition to the annual census of foreign students, the institute is releasing a report by Ms. Barber on a survey of 904 public colleges and universities on policy changes that could affect foreign-student enrollment.

"Although we found no recent groundswell of activity that might affect the flow of foreign students to U.S. universities, some 30 per cent of the responses indicated that adverse admissions policies had been adopted and 23 per cent indicated unfavorable tuition policies," Ms. Barber wrote.

In some cases, she added, institutions reduced the number of tuition waivers they provided for foreign students or added a tuition surcharge above what they charged American students from other states.

Virtually all of the colleges that had adopted new tuition policies for foreign students said they had done so because of financial considerations, Ms. Barber reported.

However, 39 per cent of the institutions that had adopted tougher entrance requirements for foreign students said they had done so to maintain or raise academic quality.

Based on the survey, Ms. Barber concluded, among other things, that:

► "Foreign students who come to these colleges and universities will find some decrease in the adequacy of services that are provided for them."

► "Changes with regard to financial assistance and qualifications for admission are more likely to be adverse than favorable."

The annual census of foreign students is conducted by the Inter-Associational Committee on Data Collection, which includes representatives of the American Association of Collegiate Registrars and Admissions Officers, the Institute of International Education, and the National Association for Foreign Student Affairs.

The final report—*Open Doors, 1982-83*—will be published in early 1984. Those wishing price and ordering information should send a stamped, self-addressed postcard to *Open Doors*, Office of Communications, Institute of International Education, 809 United Nations Plaza, New York 10017.

—MALCOLM G. SCULLY

FACT–FILE

Foreign Students in U.S. Institutions

Institutions with Largest Enrollment

Rank	Institution	Number of foreign students	Proportion of total enrollment
1.	Miami-Dade Community College	4,186	11.2%
2.	University of Southern California	3,651	12.4%
3.	University of Texas at Austin	2,944	6.1%
4.	Columbia University and Teachers College, and Barnard College	2,824	12.5%
5.	University of Wisconsin at Madison	2,680	6.3%
6.	George Washington University	2,568	13.4%
7.	University of Michigan at Ann Arbor	2,396	6.8%
8.	Southern Illinois University at Carbondale	2,319	9.8%
9.	Ohio State University, main campus	2,262	4.2%
10.	University of Minnesota at Minneapolis-St. Paul	2,212	3.4%
11.	Boston University	2,187	7.8%
12.	Louisiana State University at Baton Rouge	2,109	6.8%
13.	Oklahoma State University, main campus	2,101	9.0%
14.	Texas Southern University	2,093	25.2%
15.	University of Miami	2,063	14.1%
16.	University of California at Los Angeles	2,054	5.9%
17.	State University of New York at Buffalo	2,051	8.7%
18.	Northeastern University	2,050	5.3%
19.	New York University	1,999	6.2%
20.	Harvard University	1,986	12.5%
21.	University of Southwestern Louisiana	1,984	12.6%
22.	Massachusetts Institute of Technology	1,981	20.7%
23.	University of Houston, central campus	1,980	6.5%
24.	North Texas State University	1,941	10.3%
25.	Indiana University at Bloomington	1,872	5.7%
26.	Howard University	1,859	16.2%
27.	University of Florida	1,847	5.4%
28.	Iowa State University	1,817	7.2%
29.	University of Pennsylvania	1,811	8.1%
30.	Stanford University	1,742	12.6%
31.	University of California at Berkeley	1,726	5.9%
32.	University of Kansas	1,688	6.9%
33.	Michigan State University	1,679	3.9%
34.	American University	1,636	14.6%
35.	Texas A&M University, main campus	1,618	4.5%
36.	California State University at Long Beach	1,601	4.4%
37.	University of Illinois at Urbana-Champaign	1,600	4.6%
38.	California State University at Los Angeles	1,573	6.9%
39.	University of Maryland at College Park	1,566	4.2%
40.	University of Pittsburgh, main campus	1,557	5.3%
41.	Ohio University, main campus	1,537	9.8%
42.	Pennsylvania State University, main campus	1,495	4.1%
43.	University of Missouri at Columbia	1,490	6.0%
44.	Brigham Young University, main campus	1,474	5.0%
45.	University of Arizona	1,440	4.7%
46.	University of Oklahoma at Norman	1,423	6.5%
47.	Cornell University	1,417	7.8%
48.	University of Texas at Arlington	1,402	6.3%
49.	University of Toledo	1,394	6.5%
50.	University of Hawaii at Manoa	1,392	6.7%
51.	University of Iowa	1,376	4.8%
52.	University of San Francisco	1,346	21.5%
53.	University of Texas at El Paso	1,340	8.9%
54.	Purdue University, main campus	1,269	3.9%
55.	University of Illinois at Chicago Circle	1,268	6.0%
56.	Arizona State University	1,263	3.2%
57.	University of Washington	1,255	3.6%
58.	Southern University A&M College, main campus	1,250	13.7%
59.	California State University at Fresno	1,221	7.5%
60.	University of Wisconsin at Milwaukee	1,212	4.6%
61.	Northrop University	1,200	70.5%
62.	State University of New York at Stony Brook	1,140	7.7%
63.	Wayne State University	1,113	3.7%
64.	University of Georgia	1,097	4.2%
65.	Syracuse University, main campus	1,094	5.2%
66.	Georgetown University	1,056	8.8%
67.	Utah State University	1,055	9.5%
68.	University of Oregon, main campus	1,053	6.8%
69.	Southeastern University	1,037	64.9%
70.	Oregon State University	1,002	6.0%

† Includes basic skills, citizenship & civic activities, health-related activities, interpersonal skills, leisure & recreational activities, and personal awareness.

Distribution by Field of Study

Field of study	1981-1982 Number of foreign students	1981-1982 Proportion of foreign students	1982-1983 Number of foreign students	1982-1983 Proportion of foreign students
Agriculture	8,880	2.7%	8,540	2.5%
Allied health	3,090	1.0%	3,110	0.9%
Architecture & environmental design	6,340	1.9%	6,060	1.8%
Area & ethnic studies	2,280	0.7%	1,030	0.3%
Business	59,420	18.2%	60,960	18.1%
Communications	4,810	1.5%	3,690	1.1%
Computer & information sciences	15,690	4.8%	18,310	5.4%
Construction trades	290	0.1%	440	0.1%
Education	12,410	3.8%	12,260	3.6%
Engineering	62,300	19.1%	64,790	19.3%
Engineering related technologies	11,350	3.5%	11,390	3.4%
English language	14,700	4.5%	13,610	4.0%
Foreign languages	2,810	3.9%	11,990	3.6%
Health sciences	8,480	2.6%	8,860	2.7%
Home economics	2,330	0.7%	1,900	0.6%
Industrial arts	520	0.2%	970	0.3%
Interdisciplinary studies	4,280	1.3%	2,290	0.7%
Law	1,790	0.5%	1,580	0.4%
Letters	6,300	1.9%	5,610	1.7%
Liberal & general studies	5,530	1.7%	9,650	2.9%
Library & archival sciences	630	0.2%	520	0.2%
Life sciences	9,550	2.9%	9,490	2.8%
Mathematics	6,930	2.1%	7,370	2.2%
Military technologies	210	0.1%	320	0.1%
Parks & recreation	110	—	180	0.1%
Personal & social development †	290	0.1%	1,500	0.4%
Philosophy & religion	610	0.2%	960	0.3%
Physical sciences	14,190	4.4%	15,500	4.6%
Protective services	430	0.1%	480	0.2%
Psychology	3,340	1.0%	3,280	0.9%
Public affairs	2,900	0.9%	2,580	0.8%
Science technologies	1,130	0.3%	1,840	0.6%
Social sciences	16,140	5.0%	16,360	4.8%
Theology	2,750	0.8%	2,380	0.7%
Visual & performing arts	8,330	2.6%	8,480	2.5%
Undeclared	22,660	6.9%	25,580	7.6%
Total	326,300	100.0%	336,990	100.0%

Where They Come From

Rank	Country or territory	Students
1.	Iran	26,760
2.	Taiwan	20,770
3.	Nigeria	20,710
4.	Venezuela	15,490
5.	Malaysia	14,070
6.	Canada	14,020
7.	Japan	13,610
8.	India	12,890
9.	Republic of Korea	11,360
10.	Saudi Arabia	9,250
11.	Hong Kong	8,610
12.	Mexico	7,260
13.	Lebanon	7,110
14.	Jordan	6,820
15.	Thailand	6,800
16.	China	6,230
17.	United Kingdom	5,880
18.	Indonesia	5,030
19.	Vietnam	4,920
20.	Greece	4,840
21.	Colombia	4,760
22.	Pakistan	4,070
23.	West Germany	3,730
24.	Kuwait	3,520
25.	Philippines	3,400
26.	France	3,170
27.	Brazil	3,060
28.	Turkey	2,970
29.	Israel	2,620
30.	Singapore	2,460
31.	Jamaica	2,420
32.	Egypt	2,300
33.	Bangladesh	2,130
34.	Libya	2,120
35.	Kenya	2,050
36.	Peru	1,970
37.	Ethiopia	1,840
38.	Iraq	1,840
39.	Ghana	1,760
40.	Syria	1,740
41.	Trinidad & Tobago	1,720
42.	Italy	1,680
43.	Cyprus	1,660
44.	El Salvador	1,660
45.	Cuba	1,600
46.	Australia	1,530
47.	Bahamas	1,510
48.	Panama	1,500
49.	Netherlands	1,450
50.	Norway	1,390

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION